

# CRT

## LEVEL THE PLAYING FIELD WITH ACCOMMODATIONS

When used in both instruction and assessment,  
an accommodation:

- ❖ Changes test administration;
- ❖ Changes how a student responds;
- ❖ Reduces problems of access;
- ❖ Produces test results that reflect student's true skills, NOT:
  - The impact of the disability;
  - Language limitations; or
  - Learning style.

***An accommodation is intended to "level the playing field,"  
not provide an unfair advantage.***

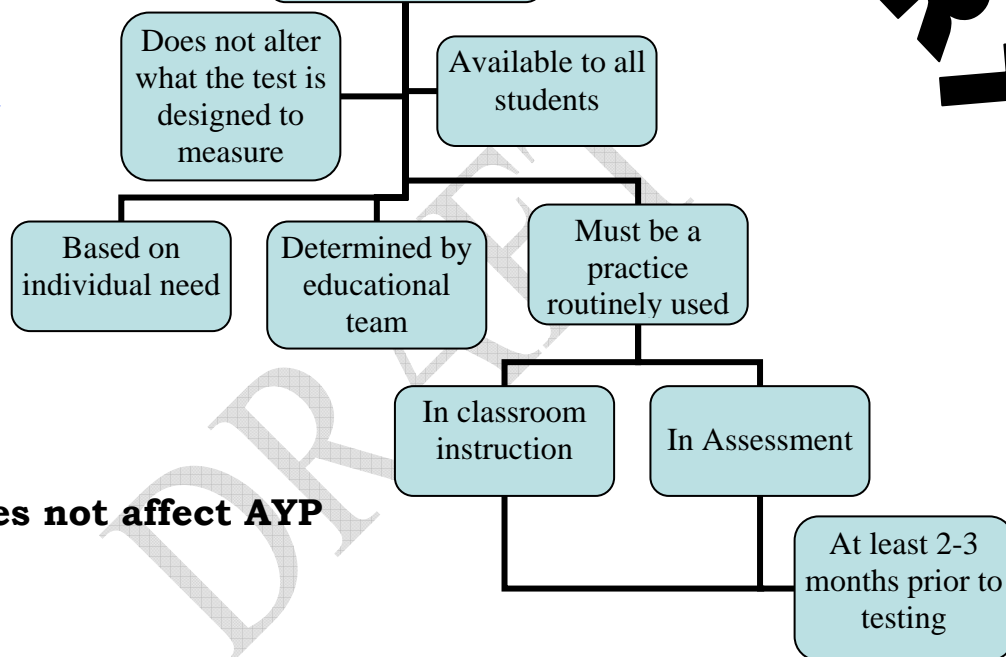


*MontCAS Criterion-Referenced Test Accommodations Decision Guide  
Prepared by the Montana Office of Public Instruction, Linda McCulloch, Superintendent  
September 2007*

## Types of accommodations

**All children can learn**

### Standard



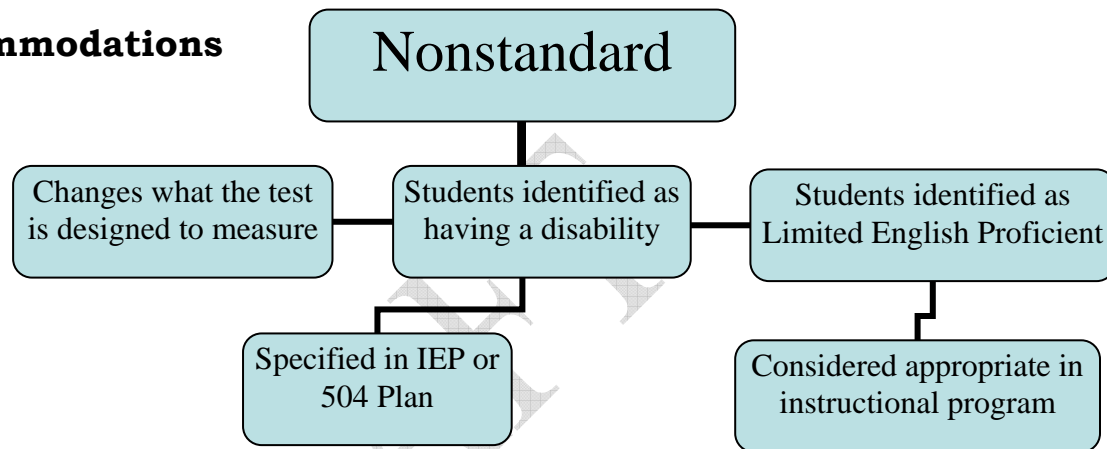
**Does not affect AYP**

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## Types of accommodations



**Affects AYP: Participation Rate**

**Schools are responsible for the learning of all children**

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<b>Standard Accommodations by Number</b>		
1. Change in administration time	11. Teacher presence	21. Assistive technology
2. Session duration	12. Magnification	22. Oral presentation
3. Extended time	13. Noise buffers	23. Test interpretation
4. Individual administration	14. Template	24. Test directions with verification
5. Small group administration	15. Amplification	25. Test directions support
6. Reduce distractors	16. Writing tools (Equipment)	26. Not available
7. Alternative setting	17. Voice activation	27. Braille
8. Change in personnel	18. Bilingual dictionary	28. Large print
9. Home setting	19. Dictation	29. Other
10. Front row seating	20. Writing tools (Recording)	

<b>Nonstandard Accommodations by Number</b>
30. Oral presentation of reading test
31. Calculator use on no-calculator section of math test
32. Other (with verification from OPI)
33. Other (with verification from OPI)

For more information, see pages 12-13 in the Accommodations Manual .

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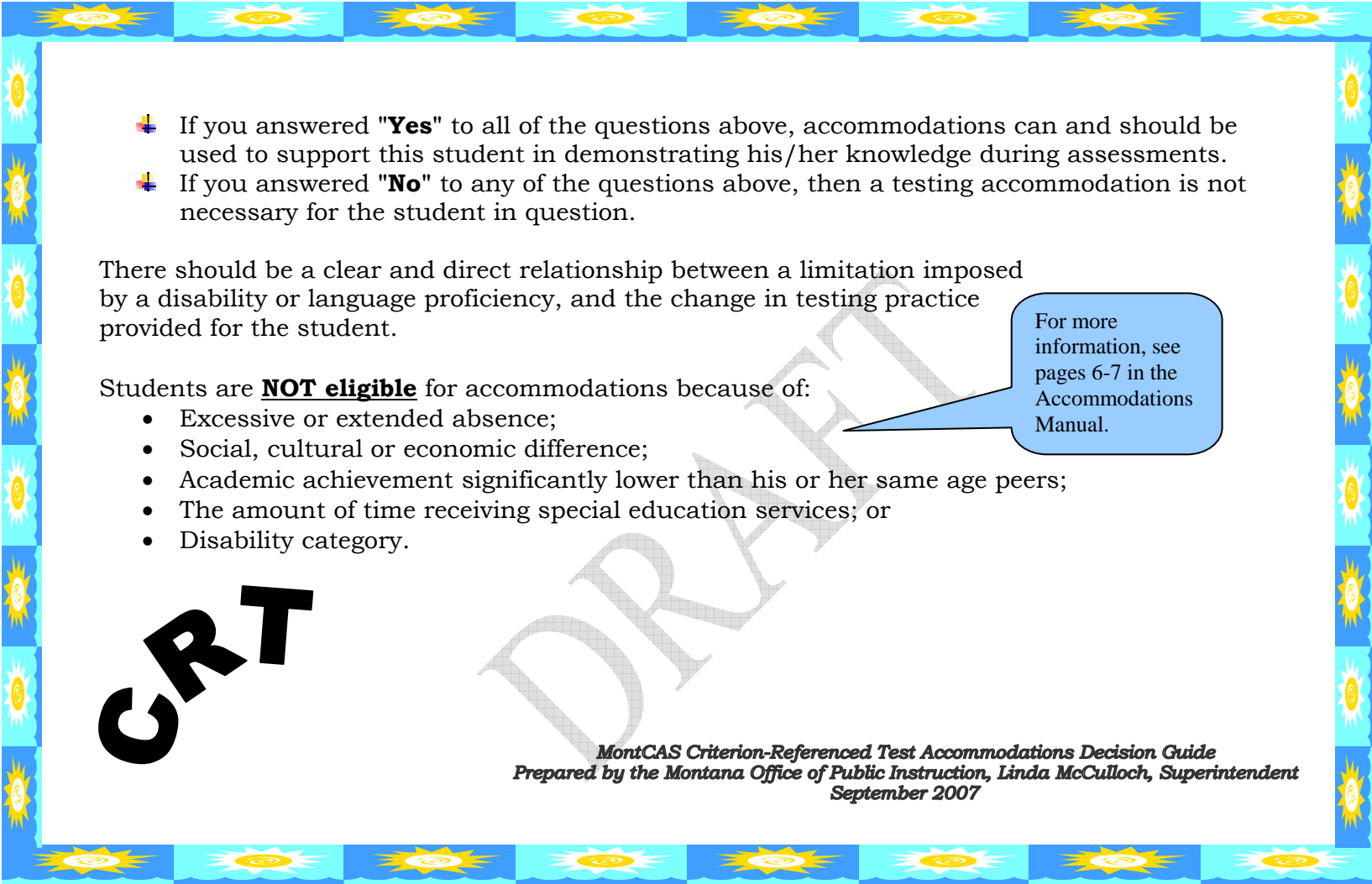
## Who can receive accommodations on the MontCAS CRT?

**CRT**

**For each of the statements below, circle yes or no**

Does the student have a weakness in one skill area that prevents the student from accessing information in other areas?	Yes	No
Has the student been using an accommodation in the classroom for at least the past 2-3 months?	Yes	No
Has the effectiveness of the accommodation been recently evaluated and determined effective?	Yes	No
Is the accommodation listed on OPI's list of approved accommodations which starts on pg. 12 of the CRT Accommodations Manual?	Yes	No
For special education students, is the accommodation documented in their IEP?	Yes	No

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- ✚ If you answered "**Yes**" to all of the questions above, accommodations can and should be used to support this student in demonstrating his/her knowledge during assessments.
  - ✚ If you answered "**No**" to any of the questions above, then a testing accommodation is not necessary for the student in question.

There should be a clear and direct relationship between a limitation imposed by a disability or language proficiency, and the change in testing practice provided for the student.

Students are **NOT eligible** for accommodations because of:

- Excessive or extended absence;
- Social, cultural or economic difference;
- Academic achievement significantly lower than his or her same age peers;
- The amount of time receiving special education services; or
- Disability category.

For more information, see pages 6-7 in the Accommodations Manual.

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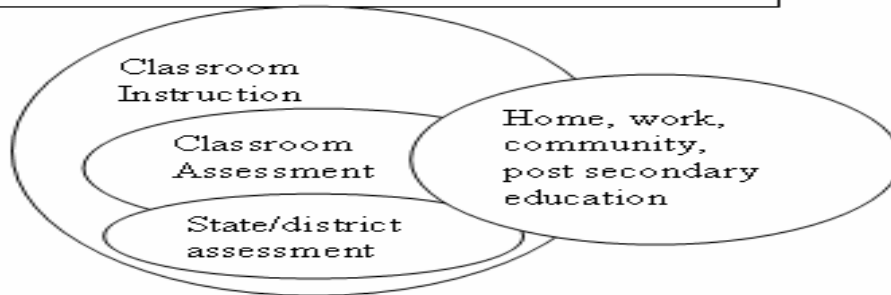
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Steps to identify effective accommodations for instruction and assessment:

- Ask the student what helps and what gets in the way;
- Ask parents how they help their student(s) with tasks and homework;
- Consider student's strengths and weaknesses in curriculum areas;
- Teach students how to use accommodations;
- Observe the use and effects of the accommodations; and
- Collect data on the effect of the accommodations.

**NOTE:** Not all accommodations used for instruction will be appropriate or allowed for use during statewide assessments.

Accommodations used by students are linked through each of these areas:



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## Keeping track of accommodations

- ☺ Special Education Students: Documentation required on IEP
- ☺ LEP Students: Documentation encouraged, but not required
- ☺ General Education Students: Documentation encouraged, but not required

Document the accommodation and the context for its use.

Documentation can range from a list in the teacher's roll book to a documentation form on file. A best practices sample documentation form is on the OPI MontCAS website.

It is important to keep detailed documentation so the accommodations can be maintained if the student transitions to a new grade or a new school.

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# Students with IEPs / 504s

## STANDARD ACCOMMODATIONS:

- Are used based on individual student need.
- The need for an accommodation is documented in the student's IEP/504 plan.
- Accommodation(s) used must be coded in the Student Response Booklet on Page 2.

## NONSTANDARD ACCOMMODATIONS:

- Can be used if need for accommodation is documented in the student's IEP/504 plan.
- Accommodation(s) used must be coded in the Student Response Booklet on Page 2.
- Student's results for content area will not be calculated in the averages for AYP determination.
- Student is not considered a participant; this will impact AYP participation rate.

***Periodically reevaluate the effectiveness of the student's accommodations.  
Make changes as necessary.***

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# LEP Students

## STANDARD ACCOMMODATIONS:

- Can be used based on individual student need.
- Must be a practice routinely used by this student in classroom instruction and assessment for at least 2-3 months prior to testing.
- Accommodation(s) used must be coded in the Student Response Booklet on Page 2.

## NONSTANDARD ACCOMMODATIONS:

- Can be used ONLY if accommodation is used in student's instructional program.
- Accommodation(s) used must be coded in the Student Response Booklet on Page 2.
- Student's results for content area will not be calculated in the averages for AYP determination.
- Student is not considered a participant; this will impact AYP participation rate.

***Periodically reevaluate the effectiveness of the student's accommodations.  
Make changes as necessary.***

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# Other Students

## STANDARD ACCOMMODATIONS:

- Can be used based on individual student need.
- Must be a practice routinely used by this student in classroom instruction and assessment for at least 2-3 months prior to testing.
- Accommodation(s) used must be coded in the Student Response Booklet on Page 2.

## NONSTANDARD ACCOMMODATIONS:

- **Not allowed under any circumstances**

*Periodically reevaluate the effectiveness of the student's accommodations.  
Make changes as necessary.*

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